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ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, suggests a two-part analysis for assessing the LEA's identification process and service provision to special needs (handicapped, disadvantaged, and limited-English proficient) students. The first part of this activity deals with the assessment of the identification process; the second part focuses on rating the effectiveness of services by staff and students. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

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Assessing Special Needs Services and Identification Practices

Local Leader Guide VI

CE 034975

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This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

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Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

Assessment of the identification of and services for handicapped, disadvantaged, and Limited English Proficiency students is an activity designed to improve services provided to special needs students. Specifically, this Local Leader Guide suggests a two part analysis for assessing the LEA's identification process and service provision to special needs students. The first part of this activity deals with the assessment of the identification process. The second part focuses on rating the effectiveness of services by staff and students.

Results from other LDE activities can be helpful when considering services for special needs students. Also, other LDE activities can be focused specifically on special needs programs. For example, a student follow-up survey, an employer survey, and a student career interest survey, can all be focused on the special needs programs, providing input into the assessment and improvement of these programs. Because of the adaptability of other activities, this particular activity is not all inclusive in considering and evaluating special needs programs. Instead, this activity provides a suggested starting point with allowances for personnel within the LEA to choose and adapt other LDE activities to supplement and complement this activity.

Briefly, this guide outlines a process involving a team of individuals that has the responsibility for coordinating the evaluation. The major suggested tasks are listed below:

A. Conduct an informational staff meeting.
B. Establish and orient a team to coordinate the assessment.
C. Review current definitions and identification criteria for special needs students.
D. Inventory currently offered services for special needs students. (Document 6-1)
E. Compare currently offered services to the State of Illinois list of suggested services. (Example Document 6-2)
F. Obtain ratings of effectiveness of services from LEA staff. (Example Document 6-3)
G. Obtain ratings of effectiveness of services from current students. (Example Document 6-5)
H. Tabulate results of ratings.
I. Analyze data and prepare an evaluation report.
J. Utilize evaluation results to improve the identification of and services provided to handicapped, disadvantaged, and LEP students.

The local leader should assume responsibility for overall coordination of the activity and should begin by preparing for an orientation or informational staff meeting.

Procedure/Task Breakdown

Task A. Conduct an Informational Staff Meeting

Prior to meeting, the local leader should:

1. Obtain approval and/or direction for pursuing this evaluation activity from appropriate supervisors (e.g., chief school administrator, special education director, vocational education director, etc.). Assurance of adequate commitment for personnel time and expenses to conduct the activity should be secured.
2. Determine who should be invited to attend the initial staff meeting. It is important that support for this activity is obtained from all individuals who will be affected by its outcome. Therefore, it will be necessary to involve all staff members who serve special needs students including administrators, vocational instructors, special education instructors, guidance personnel, social workers, placement personnel, remedial staff, vocational English-as-a-second-language instructors, and English-as-a-second-language instructors.
3. Review the remainder of this Local Leader Guide.

During the meeting:

1. Clearly establish the purpose of the staff meeting. The purpose is to inform staff members that an evaluation activity is to be conducted. It focuses on the services provided to special needs students and the primary purpose of the activity is the improvement of those services.
2. Ask the chief school administrator or a designee to give a statement of support for this evaluation activity.
3. Discuss the general nature of locally-directed evaluation and why it is important to your LEA.
4. Present potential purposes for conducting this activity.
   a. To determine the appropriateness of objectives for special needs services
   b. To assess services and provide direction for reorienting programs
   c. To determine the effectiveness of services currently offered to special needs students
   d. To compare student needs to available services
   e. To revise and improve offerings that will improve learning and expand opportunities of learning
5. Explain that a team will be identified to plan and coordinate the tasks associated with this activity. Ask individuals who have interest in serving on this team to contact you following the meeting.
6. Adjourn the meeting and indicate that communiques will be distributed or future meetings will be held to inform all of the purposes and outcomes of the evaluation activity.

Task B. Establish and Orient a Team to Coordinate the Assessment.

Specific team composition will vary depending upon the purpose and scope of the activity. Oftentimes, it is valuable and wise to involve staff members who are respected by many and who may facilitate the leadership of others. The following sub-tasks are suggested.

1. Compile a list of volunteers.
2. Discuss the desired composition of the team with the chief school administrator or a designee. Potential team members include vocational instructors, remedial instructors, special education instructors, social workers, guidance counselors, work experience coordinators, administrators, supportive agency personnel, English-as-a-second-language instructors, and vocational English-as-a-second-language instructors.
3. Select individuals to include representatives from each of the determined areas. This list of volunteers can be helpful. However, selection should not be limited to this list.
4. Invite individuals to serve. This invitation should come from the chief school administrator or administrative personnel in the form of a memo or by personal contact.
5. Schedule the first meeting of the evaluation planning and coordinating team. The time lapse between the initial general staff meeting and the meeting of the team may have an effect on the extent of review needed. It may be necessary to use the review a second time.
6. Convene the assessment team.
7. Review initial meeting agenda.
8. Discuss the reasons for conducting the activity. Emphasize the improvement function of evaluation.

Task C. Review Current Definitions and Identification Criteria for Special Needs Students.

Present and discuss the accepted definitions of handicapped, disadvantaged, and Limited English Proficiency students.

Task D. Inventory Currently Offered Services for Special Needs Students.

1. Present an overview to the team of the LEA's current philosophy of serving special needs students. Emphasize mainstreaming of those who could be placed into regular programs if special help is provided and the provision of special programs for those who cannot handle regular school programs even with special assistance. It may be important at this time to ask one or more of the team members to describe their familiarity with special services offered both in a mainstream program and in special programs for special needs students.
2. Have the team list all services that they are aware of, both in the LEA and in the community, which are offered to special needs students. Consider agencies other than educational agencies in this task.
3. Compile the list into a checklist of services that are available.
4. Duplicate this checklist and leave space for additional services or categories of services to be added.

5. Distribute this checklist to staff members and supportive service agency personnel involved. On an accompanying or introductory statement on the checklist, ask each individual to check those services that are provided either within their control or to their students. Also, be sure to emphasize the request for additions to be placed on the list of services which may exist but were not included.

The results of this survey of services should result in a composite listing of services available in the LEA as well as the community.

Task E. Compare Currently Offered Services to List of Suggested Services.

1. Compare currently offered services (Example Document 6-1) to list of suggested services (Example Document 6-2).
2. Discuss any discrepancies. Your local situation may dictate additions or deletions to this list.

Task F. Obtain Ratings of Effectiveness of Services from LEA Staff.

The purpose of this part of the activity is to obtain staff opinions of currently offered services. The team should formulate an instrument (Example Document 6-3) to be distributed to staff members within the LEA to aid in assessing or rating services offered to special needs students. This instrument will focus on the services identified in the previous task.

Again, it should be emphasized that the purpose of this task is to aid in improving services and not to cause a threat to anyone within the educational program. The following suggested procedures may be helpful in developing a rating or assessment instrument for services.

1. Determine who should be surveyed. This should probably include all staff members who are involved with handicapped, disadvantaged, and LEP students.
2. Develop a clear, concise rationale for the instrument. Most likely the rationale will be to improve services to special needs students, but the team may wish to expand or elaborate on this particular statement. This rationale can later be incorporated into a cover memo or into an introductory statement for the rating instrument. (Example Document 6-4)
3. Develop key questions which help focus the assessment instrument. Key questions are broad questions which identify specific concerns that are to be assessed. For example, a key question relating to a remedial reading service might be, "What effect is the reading program having on students' performance in regular vocational programs?" This broad question can later be made more specific with individual instrument or rating items.
4. Write instrument items that will help answer the key questions. Example Document 6-3 provides examples of particular items that might be adapted or incorporated into your initial draft of instrument items.
5. Develop appropriate directions for completing the instrument and indicate when and to whom the instrument should be returned.
6. Ask everyone on the evaluation team to react to the instrument and also give copies to two or three other staff members in the LEA who are not directly associated with the evaluation activity. Ask each individual to react to the content, format and understandability of the instrument.
7. Revise the instrument and develop a final draft based upon the reactions and suggestions of the team and the other staff members.
8. Develop a cover letter or cover statement to be included with the questionnaire or rating scale (Example Document 6-4). This letter should specify a desired return date and place.
9. Distribute the instruments to staff in the LEA.

Task G. Obtain Ratings of Effectiveness of Services from Current Students.

This task has the purpose of rating services by obtaining current students' reactions. This task can be started at the same time as the staff survey. A survey of handicapped, disadvantaged, and Limited English Proficiency students can provide valuable data concerning the services.

1. Identify the students who will receive the instrument. If you are in an institution with large groups of handicapped, disadvantaged, and Limited English Proficiency students, then you may want to take random samples of students. Smaller institutions may want to survey all handicapped, disadvantaged, and LEP students.
2. Formulate key questions or utilize those formulated in step 3 of Task F. These questions will focus the instrument development.
3. After a list of key questions has been developed, formulate instrument items. Write clear and concise statements for each of the items. Again, some items from the staff rating instrument may be used with adaptation to the appropriate survey populations.
4. Develop an instrument for students. If rating scales are used, identify appropriate scales. A variety of word choices exists for rating scales. Usually a four point spread is advisable; e.g., Strongly Agree/Agree/Disagree/Strongly Disagree. Excellent/Good/Fair/Poor or Highly Effective/Effective/Ineffective/Highly Ineffective are other examples of choices which may be used to achieve a four point spread (Example Document 6-5).
5. Develop appropriate directions for each of the major sections of the instrument. Also, develop a cover letter for the survey of former students (Example Document 6-6). Include a brief reference to the purpose of the survey and also state the general directions for completing the instrument.
6. Develop the first draft of the instrument(s) and pilot test them on a group of students. Instruct them to circle words or phrases they do not understand and to add comments or items which should be included in the instrument.
7. Revise and duplicate the instrument(s). Incorporate the changes from the pilot test that improve the instrument's quality. Have the instrument format laid out carefully and leave plenty of space between items. Crowded questionnaires discourage completion.

8. Administer the questionnaire. This can be done while the students are in class or in some other appropriate group assembly. Staff members who administer the form should be thoroughly briefed concerning the intent of all questions.

In developing and administering instruments to special needs students, the following should be considered.

1. Reading level
2. Brailling
3. Sign language or manual communication
4. Tape recording
5. Oral reading of instrument
6. Translation

The special education staff members that are a part of your team can aid in ensuring adequate preparation and administration of the instruments.

Task H. Tabulate Results of Ratings.

1. If a large number of instruments is administered, make provisions for utilizing data processing services for tabulating responses. If the number of instruments does not exceed 100, manual tabulation may be most efficient.
2. If manual tabulation is used, construct tally sheets for recording responses for summary analysis. Such manual tabulation can start when responses begin coming in. If data processing equipment is used, sufficient time must be allowed to secure as many forms as possible prior to final tabulation.

Task I. Analyze Data and Prepare an Evaluation Report

1. After tabulating the compiled data, begin analyzing the information.
2. It is helpful to group questions and data according to the established key questions.
3. If staff members are interested in analyzing several descriptive variables (such as the nature of the handicap or type of disadvantage) in relation to response choices, then special computer program analysis may be advantageous.
4. For the final report, tabulate the data and present graphs when appropriate. Make your tabulations simple and use short titles. Use percentages in the table and indicate the total number who answer the question at the bottom of the table. It may not be necessary to report all of your data, only significant results.
5. Significant highlights should be brought out in the report. For each of these highlights, a conclusion should be developed. If the conclusions indicate a deficiency, develop recommendations and suggested solutions for overcoming the deficiency. The following are examples of each:
   Example Conclusion:
   The EMH program appears to need expansion.
   Example Recommendation:
   Focus more staff assistance on the EMH program.
   Example Suggested Improvements:
   a. Secure at least two teacher aides who have been trained to work with the EMH students.
   b. Provide in-service training for at least two teacher aides already on staff to enable them to work with the EMH students.
6. Formulate recommendations and suggested improvements for the conclusions made regarding the kinds of services offered special needs students (Task E).
7. The final report should be prepared. The report should include suggested means for improving services to handicapped, disadvantaged, and Limited English Proficiency students.

Task J. Utilize Evaluation Results to Improve Identification of and Services Provided to Handicapped, Disadvantaged, and Limited English Proficiency Students.

1. Disseminate results to all administrators, faculty and staff associated with identifying and serving handicapped, disadvantaged, and LEP students. Sample Document 6-7 may be useful.
2. Examine and revise original goals and objectives for identifying and serving handicapped, disadvantaged, and LEP students, incorporating the evaluation results. This task is an important one. Everyone involved must address this task, because it is both a necessary and primary step.
3. The prepared recommendations in the report should provide direction for implementing the findings of the evaluation report. They should be as precise as possible and should also contain suggested improvements on how to implement the recommendations.
4. Make certain that the recommendations and suggested improvements of the report are directed toward persons in the organization who are to implement these recommendations.
5. Identify resources that can facilitate the implementation of suggested solutions, e.g., consultants, agency personnel, etc.
6. Have the team conduct follow-up interviews with the individuals who have assumed the responsibility of carrying out recommendations. In order to assess progress, interviews should be held regularly. The interviewers should submit a brief written report about the results of each interview.
7. Prepare, on a scheduled basis, a progress report on the status of implementing recommendations. Disseminate this report to all individuals who received the original evaluation report. The progress report should be short and direct. If you and the team determine that the progress has been extremely slow, request a meeting with the necessary administrators to discuss the progress report and to determine action that will facilitate the implementation of results.
8. Evaluate your entire evaluation process. Ask yourself, "How can we do this job more thoroughly and efficiently the next time?" The "next time" will probably vary depending upon your local situation. A once-a-year evaluation is fairly commonplace. The idea is that evaluation is an ongoing process of paramount importance.

Information Handouts

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Information Handout 6-1

Identification of Handicapped Students

At the secondary level, all handicapped persons enrolled in a vocational education program receiving funds from vocational education legislation must have an Individualized Education Program (IEP) as prescribed under Public Law 94-142. For post secondary and adult vocational education programs, handicapped persons are persons who have one of the impairments listed below and require special services to succeed in their vocational education programs:

1. **Mentally Retarded** means significantly subaverage general intelligence functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student's educational performance.
2. **Hard of Hearing** means a hearing impairment, whether permanent or fluctuating, which adversely affects a student's educational performance, but which is not included under the definition of "deaf" in this section.
3. **Deaf** means a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
4. **Speech Impaired** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a student's educational performance.
5. **Visually Handicapped** means a visual impairment which even with correction adversely affects a student's educational performance. The term includes both partially seeing and blind children.
6. **Seriously Emotionally Disturbed** is defined as follows:
   (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
      A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
      B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
      C) Inappropriate types of behavior or feeling under normal circumstances;
      D) A general pervasive mood of unhappiness or depression; or
      E) A tendency to develop physical symptoms or fears associated with personal or school problems.
   (ii) The term includes students who are schizophrenic or autistic. The term does not include students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.
7. **Orthopedically Impaired** means a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).
2. **Other Health Impaired** means limited strength, vitality or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a student's educational performance.
9. **Deaf-Blind** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and education problems that they cannot be accommodated in special education programs solely for deaf or blind children.
10. **Multihandicapped** means concomitant impairments, such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc., the combination of which causes such severe education problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind students.
11. **Specific Learning Disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include students who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or of environmental, cultural, or economic disadvantage.

Example Document 6-2

Identification of Disadvantaged Students

Under the Vocational Education Amendments of 1976, the identification of disadvantaged persons must be based on the following conditions:

- The individual is not succeeding or cannot be expected to succeed in a regular vocational program without special assistance.
- Individuals, not groups, are identified.
- The individual is identified by the effect, not the cause of his/her disadvantaged condition.
- The individual's disadvantaged condition is a contributing factor to his/her lack of success.

The criteria are stated in general terms so that local educational agencies can establish their own systems of identification based on the criteria. Because local agencies are accountable to substantiate the identification procedures and to demonstrate that related services were provided for these students, it is essential that the actual procedures used for identification be clearly specified.

Additional implications of the criteria are that a particular disadvantage is affecting the student such that he/she is not succeeding or cannot be expected to succeed in a regular vocational program. The local education agency has the responsibility to determine annually whether students need special services and/or special programs to develop their abilities in a vocational program of their interest and within their potential.

Disadvantaged refers to persons (other than handicapped) who meet the following definitions:

Economic Disadvantage means:

1. Family income is at or below national poverty level,
2. Participant or parent(s) or guardian of the participant is unemployed,
3. Participant or parent of participant is recipient of public assistance, or
4 Participant is institutionalized or under State guardianship.

An economic disadvantage can be determined by reporting students at the secondary level who are participating in a free or reduced lunch program, AFDC (Aid to Families of Dependent Children) program or work-study program. Students at the post secondary and adult levels may be identified from basic education opportunity grant records or similar financial aid.

Academic Disadvantage means that a person:

1. Lacks reading skills for the vocational instructional materials as determined by appropriate standard evaluation instrument. (Usually two grades below grade placement)
2. Lacks writing skills. (Usually two grades below grade placement)
3. Lacks mathematical skills, etc. (Usually two grades below grade placement)
4 Performs below course level and cannot achieve in regular vocational instruction without supportive services as determined by standard evaluation. (Usually two grades below grade placement)

An *academic disadvantage* can be determined at the secondary level by reporting students enrolled in remedial programs, or performing below grade level on standardized tests or failing a grade. For the post secondary and adult levels, an academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation. Substantive evidence of the disadvantage must be kept on file.

Information Handout 6-3

Identification of Limited English Proficiency Students

A person with Limited English Proficiency (LEP) is any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English.

The chief administrative official shall determine the method and the staff persons responsible for making the identification. Substantive evidence of the Limited English Proficiency (LEP) condition must be kept on file.

Limited English Proficiency persons vary in the degree of English proficiency in the areas of understanding, speaking, reading, and writing. To assist in student identification and in delivery of services, the following levels of English language proficiency, developed by the Illinois State Board of Education, Bilingual Section may be used as indicators:

1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.
2. The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.
3. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.
4. The individual speaks and understands English without apparent difficulty, but displays low achievement indicating some language or cultural interference with learning.

A "limited English proficiency" can be determined by reporting students participating in an English as a second language (ESL) or bilingual program, scoring low on an English proficiency test, or reported on the Bilingual Census.

Confidentiality of Records

The Family Rights and Privacy Act provides for professional confidentiality of records. A coding system for the identification of handicapped, disadvantaged, and students with limited English proficiency should be established. It is essential that confidentiality of records be maintained so the provisions of the Act are not violated.

It is not a violation of the Family Rights and Privacy Act to notify educational personnel of the student's condition for the purpose of providing educational services. This information should become a part of the student's record for as long as the information is accurate or useful.

Example Documents

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Example Document 6-1

Currently Offered Services

CONDITION CODES

Handicapped

H1 – Mentally Retarded
H2 – Hard of Hearing
H3 – Deaf
H4 – Speech Impaired
H5 – Visually Handicapped
H6 – Seriously Emotionally Disturbed
H7 – Orthopedically Impaired
H8 – Other Health Impaired
H9 – Deaf/Blind
H10 – Multihandicapped
H11 – Specific Learning Disability

Disadvantaged

D1 – Lacks Reading Skills (Usually two grades below placement)
D2 – Lacks Writing Skills (Usually two grades below placement)
D3 – Lacks Mathematical Skills (Usually two grades below placement)
D4 – Performs Below Course Level
D5 – Economically Disadvantaged

Limited English Proficiency

L1 – L.E.P.

Total Enrolled	Projected Next Year	Special Vocational Class	Reader/Interpreter	Remedial Instruction/Therapy	Instructional Aids/Tutors	Instructional Materials	Educational Testing and Diagnosis	Extended School Day/Week/Term	Special Guidance and Counseling	Work Performance Evaluation/Follow-up	Social Work and Family Involvement	Special Transportation	Field Trips	Modification of Facilities	Special Equipment	Modification of Equipment	Job Placement and Follow-up	Other

SERVICE CODES

Handicapped: Use Service Codes 01 through 19 Disadvantaged: Use Service Codes 07 through 19 L.E.P.: Use Service Codes 07 through 20

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Example Document 6-2

Suggested Services

CONDITION CODES

Handicapped

- H1 – Mentally Retarded
- H2 – Hard of Hearing
- H3 – Deaf
- H4 – Speech Impaired
- H5 – Visually Handicapped
- H6 – Seriously Emotionally Disturbed
- H7 – Orthopedically Impaired
- H8 – Other Health Impaired
- H9 – Deaf/Blind
- H10 – Multihandicapped
- H11 – Specific Learning Disability

Disadvantaged

- D1 – Lacks Reading Skills (Usually two grades below placement)
- D2 – Lacks Writing Skills (Usually two grades below placement)
- D3 – Lacks Mathematical Skills (Usually two grades below placement)
- D4 – Performs Below Course Level
- D5 – Economically Disadvantaged

Limited English Proficiency

- L1 – L.E.P.

Total Enrolled	Projected Next Year	01 Equipment Modification	02 Facility Modification	03 Reader, Interpreter, Note taker	04 Special Occupational Class or Program	05 Special Education Resource Services	06 Special Transportation Services	07 Remedial Math, English, Reading	08 Tutorial Services	09 Extra Counseling; Vocational Guidance and Counseling	10 Job Placement and Follow-up	11 Adjusted Time: i.e., Longer Instructional Period, Scheduling Modification	12 Material/Curriculum Modification	13 Special Equipment	14 Special Instructional Materials	15 Special Testing, Vocational Evaluation/Assessment	16 Paraprofessional, Teacher Aide	17 Economic Assistance: i.e., Free/Reduced Fees/Materials	18 Special Needs Coordinator	19 Other	20 Bilingual Vocational Instruction/VESL

SERVICE CODES

Handicapped: Use Service Codes 01 through 19 Disadvantaged: Use Service Codes 07 through 19 L.E.P.: Use Service Codes 07 through 20

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Example Document 6-3

Example Items for the Staff Rating Form

1. Do you know the nature and degree of disadvantages and handicaps for each identified student you come in contact with? Yes ____ No ____

2. Do you provide any special services to disadvantaged, LEP, and handicapped students? Yes ____ No ____

   If yes, what are they? _____

   _____

   _____

3. Are you interested in attending an in-service training program to improve services to disadvantaged, LEP, and handicapped students? Yes ____ No ____

   If yes, make suggestions of areas of interest to you. _____

   _____

   _____

4. What services could your students benefit from, if they were available?

   _____

   _____

5. Do you know where to refer students for special services Yes ____ No ____

   If no, list ways of making this information available to staff. _____

   _____

6. Is there coordination among vocational instructors, special education personnel, remedial instructors, and guidance personnel regarding identification of and services to disadvantaged, LEP, and handicapped students? Yes ____ No ____

   How could this coordination be more effective? _____

   _____

   _____

Check the services you are aware of, then rate the effectiveness of each by circling the number that best describes it at the right.

		Highly Effective	Effective	Ineffective	Highly Ineffective
___ 01	Equipment Modification	1	2	3	4
___ 02	Facility Modification	1	2	3	4
___ 03	Reader, Interpreter, Note-taker	1	2	3	4
___ 04	Special Occupational Class or Program	1	2	3	4
___ 05	Special Education Resource Services	1	2	3	4
___ 06	Special Transportation Services	1	2	3	4
___ 07	Remedial Math, English, Reading	1	2	3	4
___ 08	Tutorial Services	1	2	3	4
___ 09	Extra Counseling; Vocational Guidance and Counseling	1	2	3	4
___ 10	Job Placement and Follow-up	1	2	3	4
___ 11	Adjusted Time: i.e., Longer Instructional Period, Scheduling Modification	1	2	3	4
___ 12	Material/Curriculum Modification	1	2	3	4
___ 13	Special Equipment	1	2	3	4
___ 14	Special Instructional Materials	1	2	3	4
___ 15	Special Testing, Vocational Evaluation/Assessment	1	2	3	4
___ 16	Paraprofessional, Teacher Aide	1	2	3	4
___ 17	Economic Assistance: i.e., Free/ Reduced Fees/Materials	1	2	3	4
___ 18	Special Needs Coordinator	1	2	3	4
___ 19	Other _____	1	2	3	4
___ 20	Bilingual Vocational Instruction/ VESL	1	2	3	4

Example Document 6-4

Sample Cover Letter for Staff Rating Survey

(LEA Letterhead)

Dear Staff Member:

We are currently in the process of assessing the identification of and services provided to disadvantaged, LEP, and handicapped students in our LEA. You can help by completing the attached rating forms.

Your response to each item will provide the data needed to evaluate our programs and services. On the reverse side of the form, please add any comments you have regarding a particular item or the entire form.

Please return the completed form within two weeks to Room 106. Thank you for your cooperation in this important matter.

Sincerely,

Example Document 6-5

Example Items for the Student Rating Form

Check the services which are (were) provided to you while in school. Then rate the value of the service to you by circling the number that best describes it at the right.

		Excellent	Good	Fair	Poor
___ 01	Equipment Modification	1	2	3	4
___ 02	Facility Modification	1	2	3	4
___ 03	Reader, Interpreter, Note-taker	1	2	3	4
___ 04	Special Occupational Class or Program	1	2	3	4
___ 05	Special Education Resource Services	1	2	3	4
___ 06	Special Transportation Services	1	2	3	4
___ 07	Remedial Math, English, Reading	1	2	3	4
___ 08	Tutorial Services	1	2	3	4
___ 09	Extra Counseling; Vocational Guidance and Counseling	1	2	3	4
___ 10	Job Placement and Follow-up	1	2	3	4
___ 11	Adjusted Time: i.e., Longer Instructional Period, Scheduling Modification	1	2	3	4
___ 12	Material/Curriculum Modification	1	2	3	4
___ 13	Special Equipment	1	2	3	4
___ 14	Special Instructional Materials	1	2	3	4
___ 15	Special Testing, Vocational Evaluation/Assessment	1	2	3	4
___ 16	Paraprofessional, Teacher Aide	1	2	3	4
___ 17	Economic Asssitance: i.e., Free/Reduced Fees/Materials	1	2	3	4
___ 18	Special Needs Coordinator	1	2	3	4
___ 19	Other _____	1	2	3	4
___ 20	Bilingual Vocational Instruction/VESL	1	2	3	4

Example Document 6-6

Sample Cover Letter for Student Rating Survey

(LEA Letterhead)

Dear Student:

We are interested in finding out what you think about certain programs and services of _____ . You are in a good position to provide us with this information by completing the enclosed rating form.

The responses you make will help us identify areas for improvement and change. All your responses will be kept confidential.

Please return the completed form by _____ . An addressed, stamped envelope is included for your convenience.

Sincerely,

Example Document 6-7

SPECIAL NEEDS CLASSIFICATION

Name of Program _____ Location of Program _____ Instructor _____

NAME OF STUDENT	M	F	DATE OF THIS EVALUATION	HANDICAPPED (Place number(s) from below)	DISADVANTAGED (Place number(s) from below)	SERVICES (Place number(s) from below)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

CONDITION CODES*

Handicapped	Disadvantaged
H1 – Mentally Retarded	D1 – Lacks Reading Skills (Usually two grades below placement)
H2 – Hard of Hearing	D2 – Lacks Writing Skills (Usually two grades below placement)
H3 – Deaf	D3 – Lacks Mathematical Skills (Usually two grades below placement)
H4 – Speech Impaired	D4 – Performs Below Course Level
H5 – Visually Handicapped	D5 – Economically Disadvantaged
H6 – Seriously Emotionally Disturbed	
H7 – Orthopedically Impaired	**Limited English Proficiency**
H8 – Other Health Impaired	L1 – L.E.P.
H9 – Deaf/Blind	
H10–Multihandicapped	
H11–Specific Learning Disability	

*For definitions of above conditions refer to publication, "Vocational Education For Handicapped, Limited English Proficiency and Disadvantaged Persons", Consultant Services Section, Department of Adult, Vocational and Technical Education, Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777.

SERVICE CODES

Handicapped: Use Service Codes 01 thru 19 L.E.P.: Use Service Codes 07 thru 20 Disadvantaged: Use Service Codes 07 thru 19

01 Equipment Modification
02 Facility Modification
03 Reader, Interpreter, Note-taker
04 Special Occupational Class or Program
05 Special Education Resource Services
06 Special Transportation Services
07 Remedial Math, English, Reading
08 Tutorial Services
09 Extra Counseling; Vocational Guidance and Counseling
10 Job Placement and Follow-up
11 Adjusted Time: i.e., Longer Instructional Period, Scheduling Modification
12 Material/Curriculum Modification
13 Special Equipment
14 Special Instructional Materials
15 Special Testing, Vocational Evaluation, Assessment
16 Paraprofessional, Teacher Aide
17 Economic Assistance: i.e., Free/Reduced Fees/Materials
18 Special Needs Coordinator
19 Other _____
20 Bilingual Vocational Instruction/VESL

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

Edward Copeland
Chairman

Donald G. Gill
State Superintendent of Education

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